Education Policy Evaluation Process in Indonesia

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ABSTRACT

The process of implementing education policies needs special attention. Because almost every element of education has deficiencies that need improvement. Starting from the formulation, legitimacy, implementation, communication, and community participation in educational policies. The formulation of educational policies as part of the educational policy process is the most crucial stage because the implementation and evaluation of policies can only be carried out if the policy formulation stage has been completed. In addition, the failure of a policy or program in achieving its objectives largely stems from imperfect management of the formulation stage. Therefore, the importance of early evaluation since policy formulation is carried out will prevent failures in policy implementation. Evaluation of education policy aims to measure and assess the level of success of the implementation of the criteria that have been set. In addition, by conducting an evaluation, it will be possible to know the impacts and risks faced in implementing the policy so as to minimize larger failures. The effectiveness of the curriculum in special conditions further reinforces the importance of changing the design and strategy of implementing a more comprehensive curriculum. The advantages of the Independent Curriculum are simpler and deeper because this curriculum will focus on essential materials and the development of student competencies in phases..

Keywords: *Evaluation, Education Policy, Independent Curriculum*

INTRODUCTION

Talking about the problem of implementing education in Indonesia, it cannot be separated from the policy-making process, because basically implementation problems are strongly influenced by the determination of education policy itself. Appropriate and good education policies will have an impact on good acceptance by the community, preferably educational policies that are produced without a procedural process will have an impact on the quality of education (Winarsih, 2017). Educational policies are

made to be a guide in acting, directing activities in education or organizations or schools with the community and government to achieve the goals that have been set. So it takes a process or stages of activities ranging from planning, preparation, implementation to policy evaluation.

Of the various educational problems faced by the Indonesian people, especially the low quality of education at every level in the education unit, especially primary and secondary education, it is necessary to formulate policies that lead to the main targets of the problem. Before setting a policy, we must look at the facts carefully and carefully. It is important to know the characteristics, aspirations, and needs of the community in general. Thus, the formulation of policies and the making of educational decisions take into account the growing aspirations and conditions that exist in society. Education policies must also be made or formulated by experts in their fields who have the authority to do so, so as not to cause controversy in education and the environment outside of education..

METHODOLOGY

The methodology used in this research is to use qualitative methods with a literature review approach from various sources which are then compiled so that readers get comprehensive information from the research discussion.

RESULTS AND DISCUSSION
Approach in the Education Policy Evaluation Formulation Process a

1. Social Demand Approach

The social needs approach is an approach taken in formulating educational policies based on aspirations, demands, and various interests that are the expectations or demands of the community. In this type of approach, the policy makers first explore and detect the aspirations that develop in the community before they formulate the planned education policy. Participation of citizens from various walks of life is expected to occur, both during the formulation and implementation of educational policies.

2. Power Approach (Man-Power Approach)

This type of approach focuses more on rational considerations in order to create the availability of adequate human resources in the community. This man-power approach does not see whether there is a request from the community or not, whether the community demands to make a certain education policy or not, but the most important thing is that it is based on rational and visionary considerations from the point of view of policy makers. The government as a policy maker has the authority to formulate a policy, it must have strong legitimacy to formulate education policies.

In addition to the above approach, there are other approaches in making the policy agenda, which are as follows:

   a. Pluralistic Approach; Pluralistic Approach; This approach assumes that all powers, both government and non-government institutions, have the same

opportunity to make a policy agenda through the market mechanism to be proposed to the government.

b. an elitist approach; This approach assumes that only a small group within a country has the authority to formulate a policy agenda, arguing that there is a limited ability of citizens and groups outside the elite to understand the problems facing the country.

c. State/Center of Power Approach; Emphasizing that the formulation of the policy agenda is the authority of state institutions through executive, legislative and judicial interactions, rather than the authority of interest groups or

d. Public.

e. Outside Initiative Model; An external initiative model to describe the process that comes from the community through the stages of problem articulation, expanding the issue into a public problem and putting pressure on the government to take policy.

f. Inside Access Model; The internal access model is used that the public policy agenda is only made by official government units or institutions and prevents the involvement of outside parties.

g. Mobilization Models; To explain the process of formulating the policy agenda carried out by political leaders and the need for support from the community in its implementation.

3. Educational Policy Function

Educational policies are made to be a guide in acting, directing activities in education or organizations or schools with the community and government to achieve the goals that have been set. Education policy is also a public policy, that the function of evaluation of public policy according to Wibawa (1994) has four functions, namely explanation, compliance, audit, and accounting. Through evaluation, it is possible to photograph the reality of program implementation and generalize about the patterns of relationships between the various dimensions of reality that it observes. 1) Explanation, evaluators can identify problems, conditions, and factors that support the success or failure of the policy; 2) Compliance, through evaluation it can be seen whether the actions of the actors, both the bureaucracy and other actors, are in accordance with the standard procedures set by the policy; 3) Audit, through evaluation it can be known whether the output really reaches the policy target group, or there is a leak, or deviation; 4) Accounting, through evaluation it can be seen what the economic consequences of the policy are.

4. Current Education Policy Evaluation Issues

Many problems are experienced in the activity of evaluating policies, including education policies. These problems are: 1) Unclear policy objectives; 2) The rapid development of the community that is the target of the policy; 3) The problem is not

clear, the source of the problem and the symptoms of the problem; 4) The relationship between one problem and another; and Subjectively policy issues.

In addition, there are problems that have a direct impact on the education unit:

a. Limited Public Education Fund Availability

When we discuss the issue of funds, it does not mean that we only discuss the costs of education in formal and informal institutions. The cost of uniforms and other educational facilities such as books, stationery, and transportation included. For people who are in the middle to lower economic level, they will certainly prefer to work just to meet the increasing needs of daily life rather than having to continue their education.

b. Minimum teaching and learning materials

The lack of teaching and learning materials is also still a problem in education in our country. In order to support the quality of student learning, students should be able to easily obtain the textbooks or practice sheets they need. Sometimes the absence of a library or free learning materials can also hinder the learning process of students. Assistance should be allocated in the form of learning equipment and more teaching materials to areas that lack teaching materials. Besides that, teachers also need teaching materials with quality materials and of course in accordance with the latest curriculum now, namely the Independent Curriculum.

With the launch of the Independent Curriculum, the government has created a learning id account with various supporting platforms. However, we all need to pay attention that to access all learning from the Ministry of Education and Technology, we need adequate gadget facilities, supporting internet signals and sufficient pulses. In this connection, it is certain that the lower economic class and those living in the frontier and outermost areas are still experiencing difficulties.

c. Facilities and infrastructure are still inadequate

This education problem in Indonesia is still the most complained of, both by parents, teachers and students. This is a classic problem and is familiar to the people of Indonesia, especially schools in rural areas, suburbs and schools in isolated areas (front and outermost).

d. The Number of Skilled Teachers is Still Limited

Skilled teachers are generally only scattered in urban areas, while in remote villages it is very rare to find skilled teachers. There are many factors this can happen. Of the many reasons, one of which is a matter of interest from the teacher himself. More teachers choose teaching places that are easily accessible in terms of transportation and access to find their needs easily. Indeed, there are still teachers who are moved to teach in remote villages, but only a small number.

e. High Cost of Education

As we know, the most basic problem of education in Indonesia is actually the problem of the cost of education which is quite expensive. Even though the government has prepared a free school program, there are still many areas that still designate schools by paying tuition fees. Because the program has not been evenly distributed to remote areas. In the last few years the government has indeed made a free education program by budgeting the APBN/APBD of 20% for education, but this has not overcome the problems of education in Indonesia. Based on data from the Central Statistics Agency (BPS), the costs required to receive education in Indonesia are increasingly expensive as the level of education in Indonesia increases. The cost needed to take education in the 2020/2021 school year is Elementary School (SD) or its equivalent of IDR 3.24 million, Junior High School (SMP) or equivalent is IDR 5.59 million and the average cost required to sit in school Senior High School (SMA) or the equivalent of Rp.7.8 million.

BPS also noted that the average education cost incurred by students in urban areas is higher than in rural areas for all levels of education. Then, the average cost of education that must be paid by students in private schools is much higher than in public schools. This is because the allocation of funds for education programs is not evenly distributed.

5. Formulation of Education Policy Evaluation Process

The threat of education in the era of society 5.0 for education in Indonesia is increasingly felt when faced with the quality of education in Indonesia today, especially primary and secondary education. The low quality of higher education in Indonesia does not mean that education in Indonesia is not experiencing growth at all, but the current of globalization which opens up barriers between countries has resulted in competition between countries becoming much more open.

lower than other countries, especially developed countries. These conditions make the Indonesian government must formulate a strategy for the development of Indonesian education that is relevant in facing the era of globalization. Primary and secondary education in Indonesia in the global era is then directed to become a learning institution and source of knowledge that leads to link and match education

The policy evaluation process starts from the results of the implementation of the policies that have been implemented. The results of the evaluation provide feedback on policy planning. Furthermore, according to Mayer (1985: 104), for a rational planning model consists of 9 (Nine) steps:

1. Determination of goals Goal is an expression of a value associated with an ideal future condition to be achieved. The source of the destination is usually from the Constitution or a pre-determined Act.
2. Assessment of needs Needs are requests for a better state. Needs assessment is a measure of the condition that occurs in the community, which is expected by decision makers to improve or fulfill it.

3. Specification of objectives In this step is to set goals or results to be achieved/measurable which is an operational definition of the objectives that have been previously set.

4. Design of alternative actions This step is to identify or design several alternative actions that decision makers want to take to achieve a predetermined goal.

5. Estimation of consequences of alternative actions This step contains an analysis of alternative actions that have been identified or designed above to identify the strengths or weaknesses of each alternative action.

6. Selection of courses of action. In this step is the selection of actions to achieve the goals carried out by decision makers based on consideration of the strengths and weaknesses of each alternative action.

7. Implementation.

8. Evaluation

9. Feedback

The nine steps of Mayers' theory are a cycle in compiling, implementing, evaluating and obtaining inputs and reused for improvement and formulating further policies.

To evaluate the program that has been implemented, according to Finsterbusch and Motz in Subarsono (2005:128) there are several evaluation methods that can be chosen, namely: a) Single after-only program, namely information obtained based on the condition of the target group after the program is run; b) Single program before-after, namely information obtained based on changes in the state of the target before and after the program is executed; c) Comparative after-only, namely information obtained based on the state of the target and not the target of the program being executed; d) Comparative before-after, namely information obtained based on the effect of the program on the target group before and after the program is run.

6. Evaluation of 2013 Curriculum Policy to Become an Independent Curriculum

The 2013 curriculum policy covers four things, namely the national standard school exam (USBN) developed by each school; the national exam (UN) turned into a minimum competency assessment and character survey. The freedom of educators to design lesson plans (RPP) and flexibility in new student admissions regulations (PPSB). The Independent Learning Policy has characteristics that emphasize creativity, learning orientation to problem solving, learning based on the demands of society and the world of work, as well as a comprehensive assessment system. This has an impact on the need for developing learning evaluations.

The implementation of the 2013 curriculum is very different from the previous curriculum, there are still many obstacles that we know greatly affect learning outcomes, both in terms of the media used, the assessment in the 2013 curriculum is more complicated than the previous curriculum then the method used to deliver the learning material to be taught has not been effective. or even not in accordance with the material to be conveyed.

Adit (2015) explained that the explanation for the simplification of the implementation of learning was as follows: (1) RPP (learning implementation plan) made by the teacher did not need to be too much and complicated as before, (2) the zoning system in accepting new students that had been running for several years. last year it was still implemented but more flexible in its implementation, (3) starting in 2021 the national exam which had been a burden for learning actors was replaced with a minimum competency assessment and character survey, and (4) the national standard school exam (USBN) was shifted to a continuous assessment such as portfolios (group assignments, papers, practicums, and so on). If it has been previously explained that the assessment in independent learning is directed at continuous assessment, it can be agreed that the authentic assessment that has been implemented in the 2013 curriculum is still relevant to be integrated with the program.

Analysis of educational policy as a way or procedure in using human understanding of and for solving. Merdeka Learning is a new policy program of the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI) launched by the Minister of Education and Culture Nadiem Anwar Makarim. Nadiem made the policy of independent learning not without reason. The reason is, the 2019 Program for International Student Assessment (PISA) research shows that the results of the assessment of Indonesian students only occupy the sixth position from the bottom for mathematics and literacy, Indonesia occupies the 74th position out of 79 countries.

In response to this, Nadiempun made a breakthrough in the assessment of minimum abilities, including literacy, numeracy, and character surveys. Literacy not only measures the ability to read, but also the ability to analyze the content of the reading and understand the concepts behind it. Independent learning aims to make learning more meaningful. In general, this program is not to replace an existing program, its main purpose is to improve the existing system. Independent learning initiated by the Ministry of Education and Culture offers a simpler learning process.

Nadiem Makarim changed the 2013 curriculum into the MBKM (Merdeka Belajar Kampus Merdeka) curriculum in 2019. The MBKM concept consists of two concepts, namely Merdeka Learning and Independent Campus. Freedom to learn is freedom of thought and freedom of innovation (Ainia, 2020). Meanwhile, the independent campus is a continuation of the independent learning program for higher education. The transformation of education through a policy of independent learning is one step to realize Indonesia's superior human resources who have the Pancasila Student Profile (Kemdikbud, 2021). In line with the World Economic Forum (2016), students must have 16 skills in the 21st century. Broadly speaking, these 16 skills are divided into three, namely literacy, competence, and character quality. In addition, to face changes in social and culture, the world of work, the business world, and rapid technological advances, students must be prepared to be able to keep up with these changes.

Therefore, every educational institution must prepare guided literacy and orientation in the field of education (Lase, 2019). Educational units can do this by designing and implementing innovative learning processes in order to achieve learning

outcomes covering aspects of literacy, numeracy and character through effective, meaningful and fun learning. Although the concept of Merdeka Learning has been socialized and introduced directly or through several online media, there are still many educators and parents who are confused about the MBKM concept (CNN Indonesia, 2021). With this study, it is hoped that it can become a reference for academics and practitioners to recognize and deepen their knowledge about MBKM and the MBKM curriculum.

Minister of Education, Culture, Research, and Technology (Kemendikbudristek) Nadiem Anwar Makarim launched the Fifteenth Free Learning Episode, namely the Merdeka Curriculum and the Merdeka Teaching Platform, online, Friday (11/2). Minister Nadiem revealed, referring to various national and international studies, the learning crisis in Indonesia has been going on for a long time and has not improved from year to year. The learning crisis is increasing due to the Covid-19 pandemic which causes learning loss and increasing learning gaps. Literacy, this learning loss is equivalent to six months of study. As for numeration, the learning loss is equivalent to five months of study. However, the simplification of the curriculum in the form of a curriculum in special conditions (emergency curriculum) effectively mitigates learning lags during the Covid-19 pandemic.

The effectiveness of the curriculum in special conditions further strengthens the importance of changing the design and strategy of implementing a more comprehensive curriculum. The advantages of the Independent Curriculum are simpler and deeper because this curriculum will focus on essential materials and the development of student competencies in phases. Then, educators and students will be more independent because for students, there is no specialization program in high school, students choose subjects according to their interests, talents, and aspirations. As for teachers, they will teach according to the stages of achievement and development of students. Then the school has the authority to develop and manage curriculum and learning in accordance with the characteristics of the education unit and students. Another advantage of implementing the Independent Curriculum is that it is more relevant and interactive where learning through project activities will provide wider opportunities for students to actively explore actual issues, such as environmental, health, and other issues to support character and competency development. Pancasila students.

Education units can choose three options in implementing the Independent Curriculum in the 2022/2023 Academic Year. First, implementing several parts and principles of the Independent Curriculum without changing the curriculum of the education unit that is being implemented. Second, implementing the Independent Curriculum using the teaching tools that have been provided. Third, implementing the Independent Curriculum by developing their own various teaching tools. With Merdeka Learning, there will be no forced implementation of this (Free Curriculum) for the next two years.

Minister Nadiem again reminded, since the 2021/2022 Academic Year, the Independent Curriculum, previously known as the Prototype Curriculum, has been implemented in nearly 2,500 schools that have participated in the Driving School Program (PGP) and 901 Center for Excellence Vocational Schools (SMK PK) as part of the new learning paradigm. Starting in 2022, the Independent Curriculum can be applied to educational units even though it is not a Driving School, starting from TK-B, SD and SDLB grades I and IV, SMP and SMPLB class VII, SMA and SMALB and SMK class X. Keep in mind that this curriculum is an option. or choices for schools, according to their respective readiness. There is no transformation of the learning process if the principal and teachers feel compelled," said Minister Nadiem, education units can choose to implement the curriculum based on their individual readiness.

The key to the success of a curriculum change is that the principal and his teachers choose to make the change. The implementation of the Independent Curriculum is supported through the provision of a variety of teaching tools as well as training and provision of learning resources for teachers, school principals, and the education office. Nadiem Makarim explained that the change in subject structure due to the implementation of the Independent Curriculum would not harm teachers. Teachers are entitled to professional allowances when using the 2013 Curriculum will still get these rights. Likewise, in the implementation of an independent curriculum, the rights of teachers will be harmed, such as reducing teaching hours and teacher professional allowances

CONCLUSION

Evaluation of education policy needs special attention. Because almost every element of education has deficiencies that need improvement. Starting from the formulation, legitimacy, implementation, communication, and community participation in educational policies. The formulation of educational policies as part of the educational policy process is the most crucial stage because the implementation and evaluation of policies can only be carried out if the policy formulation stage has been completed. In addition, the failure of a policy or program in achieving its objectives largely stems from imperfect management of the formulation stage. Therefore, the importance of early evaluation since policy formulation is carried out will prevent failures in policy implementation.

Evaluation of education policy aims to measure and assess the level of success of the implementation of the criteria that have been set. In addition, by conducting an evaluation, it will be possible to know the impact and risks faced in implementing the policy so as to minimize larger failures. Curriculum evaluation has an important role in the world of education. Without evaluation, we will not know the weaknesses and strengths in the planning and implementation process of the curriculum that has been used. And make this as feedback by interested parties, such as parents, teachers, community curriculum developers. So that it can be used as a reference for

improvement and development of the future curriculum so that students are able to achieve the educational goals that have been set as effectively as possible.

The performance indicators that are evaluated are effectiveness, efficiency, relevance, and program feasibility. Curriculum evaluation has an important role in the world of education. Without evaluation, we will not know the weaknesses and strengths in the planning and implementation process of the curriculum that has been used. And make this as feedback by interested parties, such as parents, teachers, community curriculum developers. So that it can be used as a reference for improvement and development of the future curriculum so that students are able to achieve the educational goals that have been set as effectively as possible. The independent learning curriculum aims to make learning more meaningful. In general, this program is not to replace an existing program, its main purpose is to improve the existing system. Freedom of learning initiated by the Ministry of Education and Culture offers a simpler learning process.

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